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**INCREASING MOTIVATION IN ENGLISH LESSONS**

*Annotation*: The article is devoted to the urgent problem of increasing motivation in English lessons. Various methods, ways and means of increasing motivation to the subject are considered

**Key words**: English, lesson, learning, motivation, student, communication, competence

For many years in the field of pedagogy and psychology, a lot of attention has been paid to the issue of motivation. It is now generally accepted that motivation plays a huge role in foreign language learning. The researchers cite evidence of declining motivation from class to class. Before starting to learn a foreign language and at the very beginning, students are highly motivated. But in the process of mastering a foreign language, the attitude of students changes, as they need to overcome various difficulties. As a result, motivation decreases, academic performance decreases, which, in turn, negatively affects motivation.
Studying the problem of increasing motivation in the course of learning English is now relevant.

In the pedagogical literature, two types of motives are described in sufficient detail: internal and external. Internal - these are motives that develop under the influence of the learner's own thoughts, his experiences, aspirations, resulting in an awareness of internal necessity.

Some researchers believe that external motives are not related to the content of educational material. These include: duty, duty (the student must study the subject to get a positive assessment); appraisal.

The problem of motivation in learning arises in every school subject. Methods for its development and stimulation, taking into account the specifics of the subject, have been developed in the appropriate methods and manuals. However, the problem of motivation for learning foreign languages is especially acute. At the same time, it is noteworthy that before the moment of learning a foreign language and at the very beginning, students, as a rule, have high motivation. Almost everyone has a desire to speak a foreign language, to be able to communicate. But as soon as the process of mastering a foreign language begins, and the attitude of students changes, many are disappointed. After all, this process presupposes a period of accumulation of "building material", a stage of inevitably primitive content, overcoming various difficulties, which postpones the achievement of goals that were dreamed of. As a result, motivation decreases, counter activity disappears, the will aimed at mastering a foreign language weakens, and overall academic performance decreases, which, in turn, negatively affects motivation.

Motivation is primarily the result of a person's internal needs, his interests and emotions, goals and objectives, the presence of motives aimed at enhancing his activities.
Recognizing the leading role of motivation in teaching a foreign language, the teacher needs to imagine the ways and techniques of its formation in the school environment.

The novelty of the information received plays a special role in the formation of motivation. The presence of elements of search activity, cognitive motives and the emotional state of students provide them with a way out of educational activity into self-educational and creative.

As you know, interest as a motive plays an important role in teaching students a foreign language. If children are interested in learning, they easily overcome difficulties, master the material well, and develop strong speech skills and abilities.

A large role in maintaining and maintaining interest in the subject, the development of cognitive activity, the transfer of teaching from teaching to the management of independent educational and cognitive activity of students belongs to non-standard forms of the lesson. An unconventional lesson includes a wide variety of emotionally vivid, unconventional teaching methods and techniques that not only increase the motivation for teaching children, but also serve the development of certain abilities: the ability to recite poems, developing pronunciation skills, to stage a particular situation as a literary one, and life, singing in a foreign language, the ability to react and assess in conversation, communicate information about events and facts, observe speech etiquette, become widely acquainted with the traditions, customs and cultural heritage of English-speaking countries. All student activities in the classroom are subordinated to the main communicative goal of teaching English.

Studying a foreign language, it is necessary to create such conditions in educational and cognitive activities that contribute to the development of a high level of cognitive interest in the study of English in the student. An important role in increasing motivation is played by various types of work used by the teacher in the lesson: lessons-discussion of various topics; lessons-
communication on the Internet (effective as an option for self-preparation); round tables; mini-conferences in groups; test lessons; presentation lessons.

You can use the presentation in the educational process at different stages of the lesson and different types of lessons, depending on the goal set by the teacher. Presentations are possible in lessons of any age group, starting from elementary school. Taking into account the age characteristics of younger students, they should be made bright, funny, exciting, including riddles and games. For middle-level schoolchildren, you can include lexical and grammatical exercises, sample dialogues and texts for reading, as well as test items for training in the format of a unified state exam. High school students themselves know how to create presentations, which is advisable to use in project work and when completing the study of the topic.

So, recognizing the leading role of motivation in teaching English, the teacher needs to clearly understand the ways and methods of its formation in the conditions of this educational institution. When considering the problems of motivation and looking for ways to form it, it is unacceptable to simplify its understanding, because the formation of motivation is not the teacher's transfer of ready-made, externally set motives and goals of learning into the heads of students. The formation of motives is, first of all, the creation of conditions for the manifestation of internal impulses for learning, their awareness by the students themselves and the further self-development of the motivational-value sphere. At the same time, when mastering a foreign language culture, it is not at all indifferent what motives encourage the student to carry out activities.

Various methods and means are used to create adequate motivation: verbal, visual, practical, but search and research are taking the leading role today. The formation of a strong motivation for learning is facilitated by play with its active use in the classroom.

LITERATURE
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